

**Texas Education Agency
Standard Application System (SAS)**

2017–2019 Expanding Access to Advanced Academics

Program authority:	General Appropriations Act, Article III, Rider 8, 84 th Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	August 15, 2017, to May 31, 2019	
Application deadline:	5:00 p.m. Central Time, June 27, 2017	<small>Place date stamp here.</small>
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Lauren Dwiggin, lauren.dwiggin@tea.texas.gov; (512) 463-8864	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Freer ISD	066-903	N/A	
Vendor ID #	ESC Region #		
74-1895618	02		
Mailing address	City	State	ZIP Code
905 S. Norton	Freer	TX	78357-0204
Primary Contact			
First name	M.I.	Last name	Title
Conrad		Cantu	Superintendent
Telephone #	Email address		FAX #
(361) 394-6025 ext:111	ccantu@freerisd.net		(361) 347-2131
Secondary Contact			
First name	M.I.	Last name	Title
Susie		Martinez	Grant Manager
Telephone #	Email address		FAX #
(956) 793-8303	mtz1985@gmail.com		(866) 600-0374
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Conrad		Cantu	Superintendent
Telephone #	Email address		FAX #
(361) 394-6025	ccantu@freerisd.net		(361) 347-2131

Signature (blue ink preferred)

Date signed

Dr. Conrad Cantu

6/13/17

Only the legally responsible party may sign this application.

701-17-102-001

RFA #701-17-102; SAS #264-17
2017–2019 Expanding Access to Advanced Academics

Page 1 of 34

2017-016520

Schedule #1—General Information

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No required program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the students will not be required to pay for Advanced Placement (AP) courses, with the exception of AP exams (funding may be used to assist students in paying for AP exam fees).
4.	The applicant provides assurance that the students will be provided the opportunity to take AP exam(s) for the courses taken.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 066-903			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

		A		B	C	D
#	Schedule #	Change Object Code	Grand Total Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement: Freer Independent School District (FISD) plans to utilize grant funds to provide financial assistance for the expansion of advanced academic programs in rural and underserved Local Education Agencies (LEAs); thus, broadening access to advanced academic programs to high schools and expand the relevant course options available to students. As an individual LEA, Freer ISD will apply under Focus Area 1 in order to provide: students of the district dual enrollment courses free of charge; supplemental pay for Advanced Placement (AP) coordinator(s) to facilitate the AP program; the purchase of course materials; funding for in-state teacher training of the new AP course(s); and funding to recruit, educate, and prepare students for AP courses. Therefore, with the acquisition of the Expanding Access to Advanced Academics (EAAA) Grant, the district will have the opportunity to increase the college and career readiness of their students, specifically through the expansion of additional AP course offerings.

The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 points) The program's purpose is to provide financial assistance for the expansion of advanced academic programs to rural and underserved LEAs. Freer ISD currently meets this description as per the 2015–2016 Advanced Placement (AP) course enrollment in the Texas Student Data System Public Education Information Management System (TSDS PEIMS). In fact, the district had only 9.7% of students take dual enrollment courses, in comparison to the State's average of 34.6%. (Source: Texas Academic Performance Reports (TAPR) 2016-17)

The district will successfully address the needs of underserved students, the target population, by incorporating the grant requirements such as to: Communicate the applicant's vision for improving college and career readiness; Expand advanced academic programs; Develop and implement new advanced academic opportunities; Promote sustainability and access to high-quality advanced academics opportunities; and Demonstrate how the district will serve students.

The costs reflected in the budget are appropriate for the results expected. (7 points) The district will request a total of \$35,000 over the two-year grant funding period. The costs reflected in the budget are appropriate when considering it will target one high school campus, 240 students, 10 teachers, 5 key personnel, and the provide 4 additional courses through the acquisition of this grant. The proposed budget will support services proposed for: 1) Expansion Costs; 2) Training and Professional Development (PD) Costs; and 3) Student Recruitment and Advanced Course Preparation.

The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points) The budget adequately supports the activities outlined in the proposal because it reflects the minimum amount of funds required to implement the necessary activities stated in the program guideline objectives. In the budget created by the district, all of the grant requirements have been addressed in order to ensure the funding requested expands advanced academic opportunities for students, as well as, teachers.

All materials, identified expenses, and activities have gone through the districts procurement process to ensure the district is either purchasing the best valued material/activity, or purchasing from a sole source provider. Additionally, all personnel stipends and salaries included within the budget are based on the district's staffing positions and are at district approved rates. All positions within the budget are vital for timely and successful completion of the goals and objectives.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Budget contains specific and accurate (to the extent possible) costs of intended services (10 points) Based on the needs assessment, it was determined that the Freer ISD needed to increase student academic achievement, teacher quality, technological resources, and increase student's college readiness. Below is a breakdown of the costs related to the grant program with an annual specific and accurate dollar amount that will be spent on providing these services during the grant funding period:

- Professional Development- \$2,500;
- Additional AP Courses- \$28,625;
- Teacher Stipends- \$2,875; and
- Technology Resources- \$1,000.

The program activities relate directly to the program goals, local objectives, and strategies, as well as, to the program description and project requirements. (4 points) The district will implement a project that relates directly to the EAAA Grant goals, local objectives, and strategies. The proposed program will provide financial assistance for the expansion of advanced academic programs in a rural and underserved district. The district will enlist students into the program through recruitment activities that educate students and families about the benefits of advanced courses and academic preparation for post-secondary opportunities.

Expansion costs will also be supported through this project by including: Costs to enroll students; Supplemental pay for AP coordinator(s) to facilitate the AP program and AP exam processes; Purchase of course materials; in-state teacher training and PD for the new/expanded AP course(s); and the addition of 2 new dual enrollment courses (AP Computer Science and AP U.S. Government and Politics). Training and PD costs will be allocated for in-state teacher trainings for the new/expanded AP course (s).

The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 points) To ensure the design of the proposed program reflects up-to-date knowledge, scientifically-based research, and effective practices, the district: reviewed test scores through the most recent Texas Academic Performance Report; utilized American Fact Finder to evaluate community needs; examined instructional practices currently utilized at Freer ISD; and reviewed research based professional development trainings that will address the needs of the district.

The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (3 points) The district will use objective performance measures and indicators of project accomplishment that are clearly related to the intended results of the project. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. The district will collect both quantitative and qualitative data in order to determine whether they are on target to meet all of the identified objectives and milestones of the project.

The district will utilize the following as the evaluation methods for the EAAA Grant Program: Attendance Logs and Sign-In Sheets, Surveys, Academic Results, Bi-Annual Updates, and TTESS and Micro-Credential Results. The clearly stated evaluation methods clearly relate to the objectives of the program, and if met, will ensure the grant program is a success.

Application is organized and completed according to instructions. (5 points possible) The proposal was organized and completed according to grant instructions. All provisions, statutory and program requirements, as well as, the those identified needs.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 066-903			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 84th Texas Legislature					
Grant period: August 15, 2017, to May 31, 2019			Fund code/shared services arrangement code: 429/5842		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$2,875		\$2,875
Schedule #8	Professional and Contracted Services (6200)	6200	\$28,625		\$28,625
Schedule #9	Supplies and Materials (6300)	6300	\$1,000		\$1,000
Schedule #10	Other Operating Costs (6400)	6400	\$2,500		\$2,500
Schedule #11	Capital Outlay (6600)	6600	\$0		\$0
Total direct costs:			\$35,000		\$35,000
2.186% indirect costs (see note):			N/A		\$0
Grand total of budgeted costs (add all entries in each column):			\$35,000	\$0	\$35,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements				
Administrative Cost Calculation					
Enter the total grant amount requested:					\$35,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$5,250

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 066-903			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
Academic/Instructional				
1	Teacher			
2	Educational aide			
3	Tutor			
Program Management and Administration				
4	Project director			
5	Project coordinator			
6	Teacher facilitator			
7	Teacher supervisor			
8	Secretary/administrative assistant			
9	Data entry clerk			
10	Grant accountant/bookkeeper			
11	Evaluator/evaluation specialist			
Auxiliary				
12	Counselor			
13	Social worker			
14	Community liaison/parent coordinator			
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			
16	ESC coordinator/manager/supervisor			
17	ESC support staff			
18	ESC other			
19	ESC other			
20	ESC other			
Other Employee Positions				
21				
22				
23				
24	Subtotal employee costs:			\$0
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$0
26	6119	Professional staff extra-duty pay – Stipend for Project Director - \$1,250/per year x 2 years = \$2,500		\$2,500
27	6121	Support staff extra-duty pay		\$0
28	6140	Employee benefits - \$2,500 x 15% = \$375		\$375
29	61XX	Tuition remission (IHEs only)		\$0
30	Subtotal substitute, extra-duty, benefits costs			\$2,875
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$2,875

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 066-903		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Comprehensive Training Center (CTC) – Will provide on-going technical support, resources, and assistance with compliance and reporting to include start-up of grant activities.	\$3,500
2	TEA Approved Online Provider - Will allow the campus to support advanced academics through approved AP courses.	\$15,000
3	Collegiate Zone – Will provide an online platform to assist students in creating a pathway for achieving post-secondary success.	\$5,125
4	AP Course Training for Teachers – Will provide professional development for teachers to teach college-level thinking and research skills while exploring academic and real-world questions, problems, and issues from different disciplines and from multiple perspectives.	\$3,000
5	Testing Fees: Will be utilized to pay for students' PSAT/SAT/ACT testing fees.	\$2,000
6		
7		
8		
9		
10		
11		
12		
13		
14		
a. Subtotal of professional and contracted services:		\$28,625
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$28,625

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 066-903		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
Miscellaneous supplies to include: testing scantrons, ink, paper, pens, etc.		\$1,000
6300	Total supplies and materials that do not require specific approval:	\$1,000
Grand total:		\$1,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 066-903		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
	Remaining 6400—Other operating costs that do not require specific approval: Travel funds for teachers to attend AP Course Training.	\$2,500
Grand total:		\$2,500

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 066-903			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	
66XX—Computing Devices, capitalized				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
66XX—Software, capitalized				
12				
13				
14				
15				
16				
17				
18				
66XX—Equipment, furniture, or vehicles				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	553	68.8%	FISD's economically disadvantaged population is 18.9% lower than the State's average of 87.7%.
Limited English proficient (LEP)	30	31.2%	FISD's Limited English Proficient (LEP) population is 12.5% lower than the State's average of 43.7%.
Disciplinary placements	10	1.2%	FISD's Disciplinary placements population is 0.3% higher than the State's average of 0.9%.
Attendance rate	N/A	94.1%	FISD's attendance rate is 1.6% lower than the State's average of 95.7%.
Annual dropout rate (Gr 9-12)	N/A	1.4%	FISD's dropout rate is 0.7% lower than the State's average of 2.1%.
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	22	35.5%	FISD's teachers with 1-5 years' experience is 8% higher than the State's average of 27.3%.
6-10 Years Exp.	16	25.8%	FISD's teachers with 6-10 years' experience is 4.1% higher than the State's average of 21.7%.
11-20 Years Exp.	13	21.0%	FISD's teachers with 11-20 years' experience is 6.3% lower than the State's average of 27.3%.
20+ Years Exp.	10	16.1%	FISD's teachers with 20+ years' experience is 0.4% higher than the State's average of 15.7%.
No degree	0	0%	FISD's teachers with no degree is 1.0% lower than the State's average of 1.0%.
Bachelor's Degree	47	75.8%	FISD's teachers with a Bachelor's degree is 1.1% higher than the State's average of 74.7%.
Master's Degree	13	21.0%	FISD's teachers with a Master's degree is 2.6% lower than the State's average of 23.6%.
Doctorate	2	3.2%	FISD's teachers with a Doctorate degree is 2.6% higher than the State's average of 0.6%.

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	60	60	60	60	240
Teachers														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	4	2	2	2	10

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Schedule #13—Needs Assessment

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NEEDS ASSESSMENT PROCESS: Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 pts) In preparation for the submission of the Expanding Access to Advanced Academics (EAAA) Grant, the district analyzed the needs of Freer High School. Campus data was analyzed utilizing information garnered from the Texas Academic Performance Report (TAPR). These reports indicated the following gaps in students' performance and behavior, as well as, in school leadership:

Needs Assessment Results									
Student		Academics (Reading)	Academics (Math)	Academics (Science)	LEP	Economically Disadvantaged	At-Risk	Disciplinary Placement	SPED
	State	73%	76%	79%	43.7%	87.7%	78.1%	0.9%	6.3%
	District	56%	58%	64%	3.7%	68.8%	57.8%	1.2%	12.7%
	Campus	50%	44%	72%	1.4%	61.9%	73.4%	1.4%	13.3%
Teacher		Student to Teacher		Avg. Experience		Experience (5 Yrs. or Less)		Masters or Above	
	State	15.2:1		10.9		35.4%		24.2%	
	District	13.0:1		10.7		37.1%		24.2%	
	Campus	9.6:1		11.3		35.6%		31.1%	

Source: 2015-2016 Texas Academic Performance Report (TAPR)

In addition, the district also conducted a needs assessment of the community. Data obtained from the US Census Bureau's American Fact Finder indicated that Freer has a total population of 2,818 of which 20.7% live in poverty and 3.5% are unemployed. This is significantly higher than the State's averages of 17.3% and 4.5% respectively. Furthermore, of the population that is between the ages of 18-24, 39.3% (State:17.1%) have less than a high school diploma. For the population that is 25 and over, 27.9% (State:18.1%) have less than a high school diploma. A final obstacle that is facing the city is the 8.6% (State:40.5%) of individuals that speak English less than very well and are foreign born. This includes 3.3% (State:5.74%) that are naturalized citizens and 2.5% (State: 10.84%) that are not US citizens.

HOW NEEDS ARE PRIORITIZED: As the result of a robust assessment effort, specific needs have been identified and strategies to address those needs have been described. (10 pts) As can be seen, Freer High School, needs assessment was an in-depth review of the needs of the students, teaching staff, and community. Elements of the needs assessment also included the review of the experience/capabilities of the school leadership team, instructional programs that are currently being utilized at the campus, and the infrastructure that is available for student and teacher use. The goal for the district was not just to identify the areas of need, but to also identify the root cause for the problems. Based on this assessment, FISD determined that the campus needed to prioritize the following needs in order to be able to provide students the skills needed to become effective leaders:

- The experience of teachers and school leaders needs to be increased through targeted trainings. These trainings will provide the knowledge and self-confidence required to manage students' behavior in & out of the classroom, motivate students to take a more active role in their studies, and implement new teaching strategies;
- Teachers, students, and school leaders need access to the latest research-based technology and curriculum that is geared to prepare students to be an active member of today's society; and
- Teachers need to be provided with a strong support system that will be available to provide struggling teachers with the guidance and assistance needed to bring about positive student outcomes.

NAME OF CAMPUS TO BE SERVED AND WHY SELECTED: As indicated above, Freer High School was selected by FISD to apply for the EAAA. For the 2016 Accountability Summary, Freer High School Index Scores were as follows: Student Achievement – 58 (Target Score – 60); Student Progress – 17 (Target Score – 17); Closing Performance Gaps – 34 (Target Score – 30); and Post-Secondary Readiness - 73 (Target Score – 60).

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<p>Students: Increase the number of students that are taking AP courses.</p> <p>Currently, of the 62.2% of students taking the SAT/ACT test, only 7.1% are at/above criterion compared to the state's average of 24.3%</p>	<p>In order to address this need, the district will: Increase the number of highly qualified AP teachers and increase the number of endorsements and AP courses offered; Provide incentives to retain teachers participating in the grant program whose students have shown improved academic performance; and Utilize CollegiateZone's services to provide an online platform that assists students in creating a pathway for achieving post-secondary success.</p>
2.	<p>Teacher Quality: Identify and train teachers in new advanced placement coursework that is missing from their current curriculum; thus, increasing the number of highly-qualified teachers.</p>	<p>AP Course Training for Teachers will provide professional development for teachers to teach college-level thinking and research skills while exploring academic and real-world questions, problems, and issues from different disciplines and multiple perspectives.</p>
3.	<p>Technology: The district has established a need for additional technology resources to use for professional development. The additional resources are required for the integration of technology in the classrooms and to support teacher content knowledge.</p>	<p>A variety of technology equipment and software will be purchased through grant funds and utilized to train and monitor teacher content knowledge in AP courses. The acquisition of this technology will also be integrated into lesson plans and utilized in daily instruction.</p>
4.	<p>Professional Development: The district needs personnel at Freer High School to serve as AP Teachers in their respective field. Currently, the district does not have a sufficient number of teachers that are properly trained to serve at this capacity.</p> <p>The district currently has 68.9% of its staff with a Bachelor's degree compared to the state's average of 74.7%.</p>	<p>An assessment will be conducted on highly qualified, experienced teachers that have a proven track record of academic success in AP courses. These selected teachers will be assigned to implement the Train-the-Trainer model and will provide assistance to current and new teachers.</p> <p>This strategy will ensure that teachers who did not participate in the majority of the professional development program are still provided with additional training, coaching, and/or further professional development training.</p>
5.	<p>College Readiness: FISD is in need of high-quality education and AP courses that will increase academic success and college readiness.</p>	<p>The district will provide content-based instruction AP course subject areas. Instruction will be provided by highly-qualified teachers who will receive AP professional development through EAAA grant funds.</p>

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Schedule #14—Management PlanCounty-district number or vendor ID: **210-905**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Focus Area 1: Key staff identified; Focus Area 2: Extent of collaboration between LEAs and/or an ESC (10 points)

Qualifications/experience/certifications are sufficient quality to ensure successful implementation. (5 pts)

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director (required)	A minimum of a Master's Degree in Educational Management. A minimum of five (5) years of experience with curriculum and instruction, managing programs, budgets, and personnel.
2.	Superintendent	A minimum of a Master's Degree. Must have a State of Texas Superintendent Certificate. A minimum of three (3) years of experience in an education related field.
3.	Principal	A minimum of a Master's Degree in Education and a Principal Certification. The district will provide a preference to principals with a minimum of three (3) years' experience in an education related field.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Objectives, strategies, activities, and desired results of the program are clearly specified and measurable. (4 pts)

#	Objective	Milestone	Begin Date	End Date
1.	Improved Teachers' Proficiency	1 Teachers will attend at least 25 hours of AP course training within the grant period.	8/28/17	7/31/19
		2 40% of the teachers will receive an overall proficiency on their TTESS assessment.	5/1/18	7/31/19
		3 Teachers turnover rate in the AP courses will decrease by 15%.	7/1/18	7/31/19
		4 A minimum of 20% of the teachers will have students demonstrate a 5% increase in their academics based on STAAR/EOC/local/AP exam assessments.	5/1/18	7/31/19
2.	Improved Student's Academics	1 A minimum of 20% of the students will demonstrate a 5% increase in their AP Math academics based on STAAR/EOC/local/AP exam assessments.	5/1/18	7/31/19
		2 A minimum of 20% of the students will demonstrate a 5% increase in their AP ELA academics based on STAAR/EOC/local/AP exam assessments.	5/1/18	7/31/19
		3 A minimum of 20% of the students will demonstrate a 5% increase in their AP Science academics based on STAAR/EOC/local/AP exam assessments.	5/1/18	7/31/19
		4 A minimum of 20% of the students will demonstrate a 5% increase in their overall academics based on STAAR/EOC/local/AP exam assessments.	5/1/18	7/31/19
3.	Improved College Readiness	1 A minimum of 40% of participants served during the program year will have a 10% increase in SAT scores at the end of the school year.	5/1/18	7/31/19
		2 College-ready graduates will increase by 5%.	5/1/18	7/31/19
		3 A minimum of 65% of all participants, who graduate from high school during the school year with a regular secondary diploma will enroll in an IHE by the fall term immediately following graduation, or will have received notification, by the fall term following high school from an IHE of acceptance but deferred enrollment until the next academic term.	5/1/18	7/31/19

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Management plan is designed to achieve the objectives of the program on time and within budget. (5 pts) FISD conducted an in-depth assessment of the target area as presented in the Needs Assessment section. The results from this needs assessment were utilized to determine the process and outcome objectives for the EAAA Program. The objectives presented above in "Part 2: Milestones and Timelines", are ambitious, attainable, and measurable over the life of the program and will be reviewed and evaluated semi-annually by the EAAA Project Director to assess interim progress. **Extent to which implementation plans are clearly outlined in a program timeline (10 pts)** The EAAA Program will maximize efforts towards achieving specific objectives at specific times while still being flexible enough to allow consistent delivery of services to participants who enter the program at any time. The Timeline included in this application entails a clear outline of the annual process objectives that the program will accomplish during the Academic Year. To ensure the students of the district are aware, and continue to receive the benefits of the program, students will be recruited annually to replace students who leave the program for any reason (schedule changes, transferring schools, etc.). Thus, a constant group of 72 students will be served each year.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **210-905**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only.

The procedures ensure feedback and continuous improvement in the operation of the proposed program through ongoing monitoring and adjustments as needed. (3 pts) The district currently has local benchmarks and progress monitoring tools to attain the proposed goals and objectives. The district will solicit feedback and monitor progress on an on-going basis. Information gathered from the monitoring and compliance tools provided by TEA, as well as, the district's local benchmarks will assess the program's efficiency in meeting the stated goals and measurable objectives. These results will be used to monitor and adjust the program as the stakeholders deem appropriate.

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 pts) The proposed program will be utilized to supplement not supplant any federal, state, and local funds. Currently, the district does not provide Computer Science and U.S. Government and Politics AP courses; therefore, the proposed activities will not supplant any current activities.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 pts) The proposed program will coordinate with similar efforts to utilize existing resources such as: Title II and Part A funding to continue to provide professional development training to Teacher Mentors, who will then utilize the Trainer-the-Trainer model to impart knowledge to other teachers.

In addition, a sustainability plan will be enforced that will include the creation of a Handbook of Operating Procedures (HOOP). The HOOP will include an active and careful examination of the following approaches to ensure that the program continues beyond the grant period: make better use of existing resources; maximize federal, state, and local revenue; create more flexibility in existing streams; continue building public-private partnerships; and, generate newly dedicated revenue.

The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 pts) In order to ensure that all program participants remain committed to the success of the program, the district has ensured that they have received buy-in from all participants, including district and campus administrators, teachers, school board members, parents, and the participating College. Throughout the term of the grant, the district will continue to meet quarterly with administrators, teachers, board members, and the College to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment to the program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment
1.	Attendance Logs and Sign-In Sheets	1. Training logs reveal a minimum of 15 hours of training were attended by teachers. 2. Tutoring logs reveal a minimum of 60% of students attended 10 hours of tutoring. 3. Sign-in sheets show at least 30% of the students had a parent go to a school function.
2.	Surveys	1. Results indicate that program initiatives are being well implemented. 2. Results indicate parents are taking a more active role in their child(ren)'s education. 3. Results indicate that teachers feel more confident and knowledgeable.
3.	Academic Results	1. State assessments indicate a 15% increase in overall student academic achievement. 2. Report cards, classwork, and benchmarks demonstrate student progress. 3. RTI software demonstrates growth in Beginning of the Year and End of the Year assessment results.
4.	Bi-Annual Updates	1. Attendance records demonstrate a 5% improvement in students' attendance. 2. PEIMS 425, referrals, and detention logs indicate improvement in student behavior. 3. FISD Parent Information Night logs indicate at least 72 parents attended the meetings.
5.	TTESS and Micro-Credential Results	1. The Texas Teacher Evaluation and Support System (TTESS) results indicate at least an overall 60% proficiency rating for teachers. 2. TTESS assessments indicate teachers demonstrate growth throughout the year.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project?

Processes for Collecting Data: The evaluation design includes processes for collecting data. (3 pts) Freer Independent School District will select a district employee, who is not participating in or providing direct oversight to the grant, to conduct an unbiased evaluation of the program; thus, ensuring that the program is on target to meet its proposed outcomes. The Program Director will be required to collect data to provide to the evaluator to develop biannual reports.

The methods of evaluation provide for examining the effectiveness of program strategies. (2 pts) The following table illustrates the data that will be collected, as well as, the methods that will be utilized to examine the effectiveness of program strategies:

Method	DATA COLLECTION PROCESS
Program-Level Data	Training Logs, Parent Sign-In Sheets, Student Homework/Tutoring Assistance Logs, and PBIS Logs will be collected at the end of each week by the Program Director. Information will be entered into a database which will be utilized to track and monitor attendance and number of participants served. Survey Results and Micro-Credential Certificates will be collected quarterly. Summer STEM Program Logs will be collected once each program ends. The Program Director will add the STEM Program and Micro-Credential Certificate information into the database and retain survey results.
Student-Level Academic Data	State and local assessment results will be collected by the Program Director and entered into a database as they become available. The database will allow for the monitoring of students' academic achievement and track students' progress. Attendance and behavioral reports will be collected on a quarterly basis to monitor if students are displaying marked improvement. Data collected will include observation notes, as well as, goals and planning notes.

Problems with Project Delivery to be Identified and Corrected: The formative evaluation processes outlined in the application provide for the identification and correction of problems throughout the duration of the grant project. (2 pts) By administering quarterly surveys and collecting and consolidating formative data on a weekly basis, the Program Director and Principal will be able to identify and correct any problems in the program. Performance measures will assess the program's progress in meeting proposed goals and objectives. If any of the of the initiatives are deemed to be ineffective, key stakeholders will convene to discuss alternate initiatives or activities that may be substituted. When possible, additional feedback will be solicited from teachers, parents, and students. Flyers will be sent home with students and be posted on the campus website to notify stakeholders of any changes made.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

TEA Program Requirement 1: Clearly describe the applicant's vision for improving college and career readiness, through expanding advanced academics. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Freer Independent School District plans to expand advanced academic courses as part of the vision for improving college and career readiness. FISD will be offering AP Computer Science and AP U.S. Government and Politics, all of which are priority courses and give the district's grant application an additional 10 points. **(Application clearly states AP Courses 10 pts)**

The AP courses that will be provided with the acquisition of grant funds provide strong preparation for the challenges students will face in college and their future careers. These courses will not only include rigorous content but also the discipline and critical thinking skills necessary to keep up with a demanding assignment, project, and assessment load; thus, leading students down the path to achievement in their field of study.

Furthermore, another component of the Freer ISD's vision includes providing teachers of the district additional professional development activities to increase teacher effectiveness. Currently, only 62.9% of teachers employed at the district have more than 5 years of experience, in comparison to 64.7% for the State's average. When considering the 77.7% minority rate seen at the district, it is already difficult enough as it is for students to pursue post-secondary education with the language barriers they face. When compiled with a lack in teacher experience, students attending the district are at an even greater disadvantage than other students in the State of Texas.

Freer ISD utilized a study conducted by Stanford University in 2012 that provides strong evidence in the determining that districts serving the highest proportions of minority and low-income students have about twice as many uncredentialed and inexperienced teachers as do those serving the fewest (Adamson and Darling-Hammond 2012). At the same time, controlling for student characteristics, the research demonstrated that teacher qualifications are related to overall student achievement (Adamson and Darling-Hammond 2012). Therefore, improving teacher effectiveness is essential. To that note, the proposed EAAA Grant Program will address the underserved students in need and increase by providing additional professional development; thus, increasing teacher effectiveness in an underserved school district.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

TEA Program Requirement 2a: Describe in detail how the applicant will select AP course(s) that are valuable for students in their LEA/region (grounded in data that supports the decision). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Freer Independent School District will be targeting 72 students at grades 9-12 at their High School campus. These students will be participating in the courses below:

- AP Computer Science Principles
- AP U.S. Government and Politics

FISD has chosen the following to help the students further their academic career with these rigorous courses. These courses are to provide college readiness training to the targeted students in their respected fields. This is to better encourage targeted students to enroll into a post-secondary method of education.

Given the high number of Hispanics in the area (2,312/82%) and the low percentage (2.9%) of Hispanics with a Bachelor's degree, these rigorous AP courses are necessary. Despite recent U.S. Census Bureau data that indicates that Hispanics are the largest minority group (46.84%), their representation in these educational pipelines are quite low. Therefore, the district has chosen the above courses to provide students the valuable training this region needs in order to adequately prepare students to enter into the workforce.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

TEA Program Requirement 2b: Describe in detail how the applicant will provide adequate space, instructional materials, and internet access (if utilizing online/blended learning) for AP courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Freer Independent School District will provide adequate office and classroom space along with telephones, office furniture, and supplies to EAAA Grant Program staff.

Additionally, FISD will provide space for tutoring, workshops, orientations, instruction, and other group activities at the campus. Designated offices for counseling and advising participants will be made available. Program staff will have access to copy machines and classroom equipment to the extent necessary to support program goals, objectives, and activities.

Any needed supplies, such as books, magazines, library resources, assessment tests, paper, letterhead, pens, pencils, and other supplies for general use, will be available at the targeted campus. The targeted campus will also provide access to computer databases, networks, Internet, and computer reports for the purpose of online AP courses.

Principals, counselors, high school/college instructors, and staff will give general support and assistance, particularly in the identification and referral of eligible students. All facilities, staff, supplies, and services will be provided at no cost to the EAAA Grant Program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

TEA Program Requirement 2c: Describe in detail how the applicant will set the expectation that students will participate in the corresponding AP exam(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 points) The district will implement strategies and activities that are of sufficient quality and scope to ensure equitable access and participation. The district has selected an array of activities designed to promote school readiness, increase academic performance and attendance, improve student behavior, and raise promotion rates. These activities include:

- **Students' Developmental Milestone Activities:** Students will be given repeated opportunities for practice, use of language-building strategies and vocabulary development, and emergent literacy activities, a tiered approach to learning, school readiness applications and family engagement activities. The district will implement developmentally appropriated methods of instruction that enhance the currently offered school day instruction.
- **Teacher Strategies and Activities:** Teachers will implement AP curriculum with additional accelerated strategies. The assessment data will be used to guide instruction and provide individualized instruction. The data gathered will also guide the instructional staff in planning intervention, strategies, and lesson planning.
- **Strategies/activities are of sufficient quality and scope to ensure participation among all eligible program participants.** The campus will implement strategies and activities that are of sufficient quality and scope to ensure equitable access and participation for all students. The campus has selected activities designed to promote college readiness, increase academic performance and attendance, improve student behavior, and raise promotion rates.

To encourage participation in the AP exam (s), Fisd will offer various incentives such as pizza parties or field trips provided by local funds. Teachers will also be sure to inform parents and students of the importance of the AP exam (s) and describe how students must take these exams for potential college credit (s) for their corresponding college course.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

TEA Program Requirement 2d: Describe in detail how the applicant will recruit and retain highly-qualified teachers for AP course(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The demand for teachers is aggravated by a serious increase in the turnover rate; teachers are entering and then leaving the profession at a faster rate than they ever have before. This is a critical issue in the nation's schools and comes at an enormous economic cost to school districts. The current teacher turnover rate for FISD is 25.5% compared to the state's rate of 16.5%, proving the need for improvement. Therefore, to decrease this high turnover rate, FISD will provide teachers incentives, utilizing local funds, to retain those whose students have shown improved academic performance.

In addition, FISD will provide AP professional development for teachers to teach college-level thinking and research skills while exploring academic and real-world questions, problems, and issues from different disciplines and multiple perspectives. These professional development workshops will include the following:

- Resources and services to engage students in high-level learning;
- Trainings in AP Computer Science and U.S. Government and Politics; and
- Exam administration.

By attending such trainings, AP teachers will be able to ensure that each participating student develops the skills and concepts that are needed to advance and succeed in college.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

TEA Program Requirement 2e: Describe in detail how the applicant will provide initial and ongoing professional development to AP teachers through training, coaching, and mentoring opportunities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Freer Independent School District will provide initial and on-going professional development to AP teachers to incorporate college-level thinking and research skills into lesson plans while exploring academic and real-world questions, problems, and issues from different disciplines and multiple perspectives. This PD will include training, coaching, and mentoring opportunities. In addition, an assessment will be conducted on high-qualified, experienced teachers that have a proven track record of academic success in AP courses. These selected teachers will be assigned to implement the Train-the-Trainer Model and will provide assistance to current and new teachers. This strategy will ensure that teachers who did not participate in the majority of the professional development programs are still provided with additional training, coaching, and/or further professional development training.

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points) Activities selected for this project contain evidence-based research to determine the validity of each activity and support the ability to impact the district's needs. To ensure that the PD activities provided ensure accomplishment of the grant's goals and objectives, Freer ISD will review Campus data reports. These reports include: the Texas Academic Performance Report (TAPR), Performance-based Monitoring Analysis System (PBMAS), School Report Cards (SRC), College Board, Texas Consolidated School Accountability Report (TCSR), and Texas Performance Reporting System (TPRS). Based on the information that is gathered, Freer ISD will be able to determine the quality and depth of the activities, as well as, if students at the High School Campus and the rest of the district will benefit/benefited from the high-quality education and AP courses offered.

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Amendment # (for amendments only):

TEA Program Requirement 2f: Describe in detail how the applicant will allocate staff time to ensure the success of AP courses and facilitate AP exam administration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Freer Independent School District will sanction ample time for the staff to facilitate the success of AP courses and AP exam administration. Thus, FISD will be providing professional development for teachers to not only strengthen their teaching skills but also their time management. In turn, the students will be ready and motivated to take the AP exam for their respected course.

In addition, the following strategies will be utilized by the participating campus:

Success of AP Courses: In order to ensure the success of the AP exam administration, the campus will allocate additional staff time through changes in class schedules to allow more time for instruction. The district and campus administrators recognize that more time is needed to teach such Advanced Placement (AP) courses; therefore, class schedules may be modified in order for teachers to have longer blocks of time that allow for teacher-led strategies, as well as, applied instructional strategies. The district and campus administrators recognize the need to change classroom practices in order to allow students the opportunity to practice their skills. The allotment of additional classroom time will help ensure that the campus is successful in its AP courses.

Facilitate AP Exam Administration: The campus and district administrators will work hand-in-hand to ensure the administration of the AP exam is a success. Although numerous factors will affect the outcome of the AP exam, are a few of the activities the campus will complete to facilitate the AP exam administration:

- The campus administrators will create a schedule of test-day room assignments for all affected classrooms. The administrators will review the schedule of morning classes that would normally meet in the assigned testing rooms. The administrators will then:
 - Determine which classes primarily contain students who will be testing.
 - Determine which classes primarily contain non-testing students or have a mixture of testing and non-testing students.
 - The school will need to determine if/ where to relocate these classes for test day.
- The campus administrators will decide whether to plan for a late-start room in order to accommodate groups of students who arrive late for testing. (Once testing is already in progress, late-start rooms can only accept students if they can be seated before the first break takes place.)
- The campus administrators will ensure that students go to the correct testing room.
- The testing supervisors will be provided with room assignments prior to test day and post students' names and their room assignments in strategic locations, such as in the hallways and on doors of testing rooms.

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Amendment # (for amendments only):

TEA Program Requirement 2g: Describe in detail how the applicant will recruit students to enroll in new AP course(s), include the projected number students to be served by the grant during each year of implementation as well as the projected number students impacted by grant services over time. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

If grant funds are awarded, Freer Independent School District will recruit 72 students each year into new AP courses for a total of 144 students served by grant services.

FISD will also target at-risk students from its 6th-8th grade campus. The students to be targeted will meet one or more of the following criteria: At-risk; Economically Disadvantaged; and English Language Learners (ELL). FISD 6th -8th grade campus has a current population of 185 students; 68.6% (127) are considered Economically Disadvantaged and 4.3% (8) of the students are ELL.

The process for recruiting students to the EAAA Program will be as follows:

- 1) The recruiting period will run from August through March, at which time, EAAA applications and recommendation forms will be distributed at the information sessions coordinated with the target campus to interested students. Additional applications will be provided to counselors and teachers to distribute to students unable to attend the information sessions.
- 2) The EAAA staff will gather applications from the target campus.
- 3) The EAAA staff will then process all applications to identify students that best fit the program's objectives.
- 4) By the end of March, all applications will have been reviewed.

The recruitment process was developed to support the mission and goals of the EAAA Grant Program and the needs of the students of the community. Clear and precise information of the program expectations and graduation opportunities were provided to all stakeholders (i.e. student, teachers, parents, administrators, etc.). Through this measure, EAAA students will be given the opportunity to be adequately prepared to attend college and earn a degree for their future career interest.

Moreover, the high school will continue to be responsible for determining eligibility. The EAAA Program will continue to seek best practice activities and recommendations from its members. The following criteria have been identified for selection students who:

- Will be first year 9th graders;
- Demonstrate academic commitment;
- Have good attendance;
- Have good work ethic and study habits; and
- Are residents of the FISD boundaries.

By determining the recruitment processes and eligibility requirements, FISD will be able to recruit the students that are best suited for the new AP courses implemented through this grant.

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Amendment # (for amendments only):

TEA Program Requirement 2h: Describe in detail how the applicant will market the AP purpose and benefits to students and parents/guardians. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Freer Independent School District will market the purpose and benefits of the EAAA Program by utilizing the following plan to inform the students and parents/guardians:

- Work to prepare a news release to be sent out to a local newspaper and the public broadcasting regarding the EAAA Grant award;
- Send a letter to principal and teachers notifying them of the grant award, followed by scheduled meetings to review with them the program goals/objectives, selection criteria, and program operation;
- Send EAAA newsletter to students and parents;
- Distribute program flyers/brochures to all students in the target high school outlining services, eligibility requirements, and contact information;
- Notify all individuals, groups, and organizations that pledged commitment and support to inform them of the grant award; and,
- Inform community agencies, faith-based organizations, students, parents, and interested businesses about the grant award and referral opportunities.

By informing teachers, students, parents, as well as, the community of the purpose and benefits of the AP Program (i.e. more rigorous academic content, potential for earning college credit through AP exams, etc.), FISD will have the opportunity to reach more potential participants for the EAAA Grant Program.

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TEA Program Requirement 3: Explain how the applicant intends to promote sustainability and access to quality advanced academics opportunities as a result of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program clearly accounts for sustainability and explains how the AP program will be maintained and expanded after grant funds are exhausted. (15 pts)

In designing the **Expanding Access to Advanced Academics (EAAA)**, the district proposes to provide initiatives and activities that once developed and implemented, would have the ability to be sustained after EAAA Grant funds are exhausted. The goal of the program was not to provide an easy fix, but to restructure, enhance, and create new campus programs and procedures.

Increase Capacity: In order to increase capacity, the district understands that it needs to target teachers and devise a manner to elicit a higher level of skill, confidence, and passion from them. This would require providing teachers with professional development training, materials, and support needed to ensure teachers commitment not just to the program but also to the district. These elements included the following:

- Identify teachers that have the experience and capacity to serve as teacher mentors;
- Provide training on the use of data to adapt classroom instruction; and
- Provide teachers with professional development training designed to improve their classroom management skills, instruct new research-proven effective teaching methods, etc.

Create Lasting Change: Once teachers and staff are committed to the campus and the academic success of the students, the initiatives that have been created through the EAAA Grant Program will have the ability to continue to be successfully sustained even after grant funding ends.

As an example, by utilizing grant funds to train teachers to serve as Teacher Mentors, these individuals will become proficient by providing training and support to teachers assigned to them. This will create a rippling effect where new teachers that join the district are continued to be mentored and trained by their peers and in time, they themselves can serve as mentors. This same concept is consistent to all of the planned initiatives and activities that are projected for this program.

Continued Funding and Support: To support the added costs that will be associated with the initiatives (i.e. increased wages, extra-duty pay for planned activities, etc.), the district will actively look for additional funding sources that help support and sustain this program over an extended period of time. For example, Title II, Part A funding will be utilized to continue to provide professional development training to Teacher Mentors, who will utilize the Trainer-of-Trainer model to impart knowledge to other teachers. This will help to ensure the district is able to support the cost for providing on-going training. Instructional Materials Allotment (IMA) funds will be utilized to purchase teaching materials that are research-based to increase student participation and scores.

In addition, a sustainability plan will be enforced that will include the creation of a Handbook of Operating Procedures (HOOP). The HOOP will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: make better use of existing resources; maximize federal, state, and local revenue; create more flexibility in existing streams; continue building public-private partnerships; and, generate newly dedicated revenue.

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TEA Program Requirement 4: Charter school district applicants and applications that include charter schools as part of an SSA must clearly demonstrate how they will serve students within rural district attendance areas outlined in the eligibility list. All other applicants may leave this response blank. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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